



Year 9 – English - Autumn Term 1st Half

Unit of work: Media Regulation	Timing: 14 lessons	Literacy foci: Tone and register
Outline of unit: <ul style="list-style-type: none"> ● Introduction: Do we need the media to be regulated? Why? ● Debate whether regulation of video games is necessary. Pros and cons grid. ● Explain theories- Effects (aka hypodermic needle theory) Vs. Uses and Gratifications. ● Find case studies/ complete research task exploring cases such as Anders Brevik, Lewis Daynes/ Breck Bedner, Columbine Massacre, Malmo Shooter. All in some way inspired/trained up on games to kill. ● Analyse language and structure of article about Anders Brevik's massacre in Norway. ● Introduce PEGI- explore website and guidelines for parents ● Complete primary research of young people and parents and how they understand the regulation of video games. Questionnaires / interviews / focus groups all valid 		Core knowledge: <ul style="list-style-type: none"> ● Legislation related to video games ● Independent regulator PEGI ● Media EFFECTS theory Vs USES AND GRATIFICATIONS theory ● Case Studies for video games. Cover UK and international. ● Language and structural devices in non-fiction ● Critical vocabulary ● Rhetorical features of language for effect
Core vocabulary: Regulate Media Gaming Laws Independent Effects Affects Debate Audience Recommendation Analyse Primary Research	Challenge vocabulary: Statutory Legislation Hypodermic Gratification Contemporary Practice/practise Active Passive	Core skills: <ul style="list-style-type: none"> ● Debate and discussion of video game regulation using fact and opinion as appropriate ● Using appropriate tone and register within polemic debate ● Using rhetorical features effectively in writing ● Writing for specific purpose and audience ● Non-fiction reading and discussion ● Applying media theory to case studies, evaluating the validity ● Researching: retrieving key information from websites
Homework:		Assessment:
Core: List all the video games you know or have played (illustrate with screen grabs)	Challenge: List all the video games you have played and the skills you have developed using them	Polemical (Writing): polemic writing in response to one of the following statements: 'Video games are highly dangerous and the most violent should be removed from sale' or 'Video games are just good fun, some academics overanalyse their impact' (magazine article or other)
Core: Design your own video game character and explain their features/skills.	Challenge: Design your own video game concept and explain what skills it would develop in players.	
Core: Find British examples of the effects theory in action	Challenge: Find international examples of effects theory	
Core Research questions on PEGI	Challenge Stretch research questions on PEGI	
Core Primary research task investigating student use of video game regulation.	Challenge Primary research task investigating student and parental use of video game regulation.	



Year 9 – English - Autumn Term 2nd Half

Unit of work: STUDY OF A NOVEL: Of Mice & Men		Timing: 1 TERM	Literacy foci: Sentence types Descriptive writing narrative
Outline of unit: Introduction to the text and the writer Descriptive / narrative writing Study of the text (see powerpoint SoW on shared area)		Core knowledge: <ul style="list-style-type: none"> • Social and historical context. • Analysis of how the text is written. • Analysis of how the text is structured. • Different interpretations of the text. • Understanding how to structure analytical and comparative paragraphs • Descriptive writing • Narrative 	
Core vocabulary: Noun verb adjective adverb context dream prejudice discrimination unemployment drought racism sexism ageism regret	Challenge vocabulary: Pathetic fallacy metaphor simile isolation foreshadowing intimidation vulnerability ignorance peonage hallucination	Core skills: <ul style="list-style-type: none"> • Reading for meaning • Language analysis • Analysis of characterisation • Analysis of structure • Linking context to analysis • Analysis of setting • Using and learning key quotes • Debate and discussion • Retrieving/ inferring information from texts • Writing to describe • Writing to narrate 	
Homework:		Assessment:	
Core: Create an information leaflet about America in the 1930s.		Challenge: Write a diary entry from the perspective of a farmer living in one of the central states affected by the droughts that caused the 'dust bowl.'	
Core: Line learning: Learn 5 quotes from chapter 1.		Challenge: Line learning: learn 10 or more quotes from chapter 1.	
Core: Draw an image of Curley's wife and label it with quotes from the book that describe her appearance. Underline the prepositions that you use.		Challenge: Write a detailed description of Curley's wife, varying your sentence structure for effect. Underline the prepositions that you use.	
Core: Create a diary entry from the perspective of Candy in which you discuss your feelings about the death of your dog.		Challenge: Re-write the narrative about the death of Candy's dog from Candy's perspective..	
Core: Produce a leaflet about racism in 1930s America based on information learnt in the lesson		Challenge: Produce a leaflet about racism in 1930s America based on information learnt in the lesson and information researched.	
Core: Create a Facebook page for the character of Crooks.		Challenge: Write a backstory for the character of Crooks, focusing on one of the events of his past discussed in the novella.	
Core: Write a film review for the film Of Mice and Men, using the writing frame given to you		Challenge: Write an obituary, announcing the death of Curley's wife.	



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